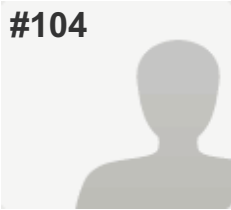


#104

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Friday, June 10, 2016 9:43:02 AM**Last Modified:** Thursday, September 01, 2016 3:09:47 PM**Time Spent:** Over a month**IP Address:** 207.28.167.1

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Q1: Name of School District:	Waverly-Shell Rock CSD
Q2: Name of Superintendent	Ed Klamfoth
Q3: Person Completing this Report	Bridgette Wagoner

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Q4: 1a. Local TLC Goal

Retain effective teachers by providing enhanced career opportunities. Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.

Q5: 1b. To what extent has this goal been met?

(no label)

Mostly Met

Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

All Waverly-Shell Rock (WSR) teachers were surveyed using a tool developed by the District Leadership Team (DLT) through its efforts to monitor and evaluate the success of the Teacher Leadership and Compensation (TLC) system at WSR. To respond to each statement, teachers selected a number on a Likert scale, ranging from 1 (not at all) to 4 (to a great extent).

To monitor the extent to which the district has offered short-term and long-term professional development and leadership opportunities, teachers responded to the following survey statements:

The TLC system at WSR has improved teaching and learning (professional development). Overall average response: 2.99

The TLC system at WSR has provided enhanced career and leadership opportunities (leadership opportunities). Overall average response: 3.08

Q7: 2a. Local TLC Goal

Promote collaboration by developing and supporting opportunities for teachers to learn from each other.

Q8: 2b. To what extent has this goal been met?

(no label)

Mostly Met

Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

The DLT developed a Theory of Action and a KASAB matrix to guide program evaluation efforts.

Theory of Action: If our system of teacher leadership and compensation is successful, then WSR teachers will demonstrate a commitment to continuous learning through collaboration in order to better understand our learners and improve teacher practice and student learning.

The indicators of a successful TLC system were defined through the KASAB process as:

Increased knowledge of TLC system

Growth mindset -- I can get better, and I can make others better

Reciprocity/Collaboration - reaching out to others, connecting in meaningful ways

Self sufficiency with new skills/strategies

Teacher efficacy/ownership of their own improvement

Impacts student learning

The DLT survey also addressed this goal. To respond to each statement, teachers selected a number on a likert scale, ranging from 1 (not at all) to 4 (to a great extent).

To monitor the extent to which the district's TLC program has promoted collaboration by developing and supporting opportunities for teachers to learn from each other, teachers responded to the following survey statement:

The TLC system at WSR has increased opportunities for teachers to learn from each other. Overall average response: 3.1

As a result of the TLC system I have learned from other teachers. Overall average response: 3.08

Additionally, a collaborative analysis of student data occurred in the spring of 2016 in two settings: DLT and SIAC. This analysis included standardized test data, Gallup Student Poll data, and Clarity Survey data. These analyses identified strengths, such as a variety of instructional approaches that seek to meet kids where they are and challenge them, a whole-child focus, and quality teachers. In addition, some areas for improvement were identified, which include ensuring growth for high achieving students, focusing on reading at the high school level, and increasing cross-curricular and community connections.

Q10: 3a. Local TLC Goal

Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.

Q11: 3b. To what extent has this goal been met?

(no label)

Fully Met

Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

As a result of the TLC system at WSR, teachers have access to three new leadership roles: Instructional Coach, Lead Teacher, and Induction Specialist. These three new roles supplemented two already existing leadership roles for teachers: DLT Member and Mentor Teacher. Each of these five roles provide teachers with career opportunities that come with increased leadership responsibility and involve additional compensation. An individual teacher's teaching effectiveness and history of professional growth are considered in the selection of each of these leadership roles.

The spring survey of teachers also addressed the topic of rewarding professional growth. To monitor the extent to which the district's TLC program has rewarded professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation, teachers responded to the following survey statement:

The TLC system at WSR has provided enhanced career and leadership opportunities. Overall average response: 3.08

Q13: 4a. Local TLC Goal

Improve student achievement by strengthening instruction.

Q14: 4b. To what extent has this goal been met?

(no label)

Somewhat Met

Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

The DLT survey also addressed this goal. To respond to each statement, teachers selected a number on a Likert scale, ranging from 1 (not at all) to 4 (to a great extent).

To monitor the extent to which the district's TLC program has improved student achievement by strengthening instruction, teachers responded to the following survey statement:

The TLC system at WSR has improved teaching and learning. Overall average response: 2.99

The TLC system has impacted student learning in my classroom. Overall average response: 2.89

In addition, stakeholders across the district analyzed three sets of data: Iowa Assessment growth data, Gallup Student Poll data, and literacy data available through Iowa TIER.

Growth data from the Iowa Assessments is tracked in nine cohorts, covering grade spans 3-4, 5-8, and 9-11 in reading, mathematics, and science. The results from spring 2016 were disappointing. Seven of nine cohort groups showed decreased rates of growth compared to the previous year. Elementary reading and math and high school reading are of particular concern. However, significant professional development efforts targeting elementary reading and math are underway, and the effects may be indicative of an expected implementation dip.

Gallup Student Poll data collected in the 2015-2016 year will serve as a baseline and will continue to be tracked and analyzed in future years to monitor the levels of hope and engagement of students at Waverly-Shell Rock.

FAST assessment data shows that there is need for a focus on guaranteed and viable core instruction in literacy. This is an area the TLC program was focused in 2015-2016 and will continue to focus in the upcoming school year. In addition, there is a need to improve diagnostic assessment practices, along with increasing access to quality, targeted interventions.

An indicator of healthy core instruction is 80% of students meeting or exceeding the benchmark score during universal screening. 2015-2016 WSR data are as follow:

K 79%

1st 79%

2nd 65%

3rd 75%

4th 79%

5th 69%

6th 65%

PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

Q16: 5a. Local TLC Goal

Develop a growth mindset among teachers and increase the sense of ownership/efficacy teachers feel for their own learning and improvement.

Q17: 5b. To what extent has this goal been met?

(no label)

Mostly Met

Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

The DLT survey also addressed this goal. To respond to each statement, teachers selected either "yes" or "no."

To monitor the extent to which the district's TLC program has promoted growth mindset and increased ownership among teachers for their own learning, teachers responded to the following survey statement:

The TLC system at WSR has helped me identify and address areas in which I'd like to grow.

79% of teachers responded yes

Q19: 6a. Local TLC Goal

Innovation - Teachers are demonstrating self sufficiency with new skills/strategies

Q20: 6b. To what extent has this goal been met?

(no label)

Mostly Met

Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

The DLT survey also addressed this goal. To respond to each statement, teachers selected either "yes" or "no."

To monitor the extent to which the district's TLC program has promoted innovation and increased teacher self-sufficiency with new skills and strategies, teachers responded to the following survey statement:

The TLC system at WSR supported or inspired me to do something this year that I wouldn't have done otherwise.

78% of teachers responded yes

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Q22: 7. Based on the results of you data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.

We do not plan to make any major adjustments. Everything we will adjust is contained within the process parts of our TLC plan.

Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

The following statements were submitted as comments on our DLT survey:

Planning and co-teaching a unit was such a powerful learning experience! It was great to have [a coach] to bounce ideas off and having her teach as well let me watch my class as they learned. I could see better who was struggling and I got to see a great teacher in action.

I'm more confidence in my instruction. My instruction and planning has been more focused on the things that "more important"

I can honestly say that we probably wouldn't have taken on [this work] without [this coach's] encouragement and organization. We are seeing great things in our classroom, quality and relevant math. It is just a great reminder that students will step up when the right question is framed the right way.

I believe students were more engaged in the project because of the instruction and feedback I received from [a coach].

I found the TLC introduced me to the different skill set of my co-workers. I had the opportunity to work with teachers in the district that I hadn't met yet, and gain great insight on their perspectives and teaching strategies. I received a knowledge of more people who have resources (materials and knowledge) on teaching ideas, interventions and strategies to help enhance my own teaching for the students in our district.

Impact of TLC Plan - 2015-2016

Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.